

Prekindergarten Expansion Grant

Absolute Priority III
(Judy Centers)

Application
SFY 2015

Please return completed application to
MSDE by
**Wednesday, June 11, 2014
4:00 p.m.**

Maryland State Department of
Education
200 West Baltimore Street
Baltimore, MD 21201

| APPLICATION DESCRIPTION | |
|-------------------------------|--|
| Name of Grant Program: | Judith P. Hoyer Early Childhood Education Enhancement Program (Judy Centers) |
| Authorization: | Annotated Code of Maryland, Education Article, Section § 5-215 and the Prekindergarten Expansion Act of 2014 (SB332) |
| Deadline: | Wednesday, June 11, 2014 at 4:00 p.m. |
| Purpose: | This grant will provide funds for the establishment of Judith P. Hoyer Early Childhood Education Enhancement Programs (Judy Centers) in Maryland, serving children birth through 5 years. The Judy Center will provide comprehensive early education services for young children and their families for the purpose of <u>promoting</u> school readiness through collaboration with participating agencies and programs in designated Title I school zones. Funding will be available through the 2014 Prekindergarten Expansion Bill for new Judy Centers. (Please refer to page 26, DESCRIPTION OF JUDY CENTER PROJECTS for an outline of application possibilities.) |
| Required Components: | <ul style="list-style-type: none"> Judy Center Partnerships <u>must</u> include: 1) public prekindergarten, 2) kindergarten, 3) preschool special education, 4) the local Maryland Infants and Toddlers Program, 5) Family Support Network, and 6) before and after early care and education services provided by a qualified child care provider. The Judy Center <u>must</u> include at least five (5) of the following participating partners and services: <ol style="list-style-type: none"> Head Start programs Family Support Centers Early childhood programs associated with institutions of higher education Family literacy programs Local public libraries Community health programs Regional child care resource centers Healthy Families and/or other home visiting programs (Healthy Start, PAT, HIPPY) and other family support programs The Judy Center application must respond to all questions and address how the 12 Judy Center Components will be met. The Judy Center application must include a complete Statement of Need (Results Based Accountability (RBA)) section and corresponding Implementation Plan that demonstrates that data is driving the decision making in the development of the Goal, Headline Performance Measures, Milestones, Strategies, and Action Plan. The Judy Center application must select one of the four models on the Description of Judy Center Projects attached to this application. Please note that Invitational Priority will be given to those applications that choose Model 3. The Judy Center application must include <i>signed and dated</i> Memoranda of Understanding (MOU) demonstrating the support of community partners in the appendices of the grant application. If certain partners are under the purview of the local school system (Infants and Toddlers, Adult Education, Family |

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| | <p>Support Network, etc.), the MOU addressing the local school system's role must specifically include how those partners will interact with the Judy Center.</p> <ul style="list-style-type: none"> • Outreach (identifying all children birth through age 5 in the designated Title I school zone) is a priority. Please include an Outreach Plan of planned activities. A template is attached to this application. It is not necessary to fill in the Outcomes and Follow-up columns. • Judy Centers must have a substantive website and/or other social media that informs the public as to its mission and programming. Judy Center contact information and other information that would be of interest to the families it serves, the general public, and local and national entities must be included. Websites and other social media must be maintained and remain current. Websites and/or other social media must be operational before June 30, 2015. |
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| Eligible Applicants: | Local boards of education |
| | |
| Fund Use | <ul style="list-style-type: none"> • Staffing to <u>coordinate and manage</u> instructional and family support services with all participating agencies and programs (e.g., Project Coordinator/Manager and Family Services Coordinator). MSDE highly recommends that the Coordinator and Family Service Coordinator be full-time, permanent employee (as opposed to contractual). • Staffing, <u>not funded by existing programs</u>, for specific services, which expand or enhance the delivery of high quality services <u>promoting continuous improvement toward school readiness</u> (e.g., additional early childhood education services for children birth through age 5; parent and child together activities; home visiting; mentoring and support services for family child care providers; teacher mentoring and support for all early childhood education partners; instructional assistants (if the local school system would not normally fund them), bilingual/multicultural services; family literacy services; and early intervention or health services). • Services funded by the Judy Center grant must be for Judy Center children and families only (children who will attend or attend the designated Judy Center Title I school). • Professional development, conducted jointly, among all agencies and programs for all Judy Center staff, including teachers. Professional development sessions may depend on training needs of staff and program requirements. Professional development activities may be conducted by an institution of higher education as part of a Professional Development School (PDS). Professional development should be designed and implemented to meet the Maryland Teacher Professional Development Standards. http://www.marylandpublicschools.org/MSDE/divisions/instruction/prof_standards • <u>Materials and supplies</u> (e.g., instructional materials, books and related supplies for family literacy or home visiting activities, purchase of state recommended curriculum for child care partners). • <u>Salary enhancement, scholarship, tuition reimbursement or bonuses</u> for non-certified early childhood education staff that meet specific qualifications (e.g., completing the Child Development Associates Credential) as part of the center's professional career ladder. • Cost of application fees or materials necessary for state or national accreditation of early childhood programs. • Purchase of independent evaluation services for up to 3% of the fund request. |

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| | <ul style="list-style-type: none"> • Funds may not be used for: <ul style="list-style-type: none"> o Supplanting existing services o Capital improvements o Prekindergarten teacher salaries & benefits o Office furniture and equipment for Judy Center staff <p><i>Note: If providers are receiving funds from other MSDE grants for accreditation, professional development, materials of instruction, etc., Judy Center funds cannot be used to support those providers in the same way.</i></p> |
| Grant Period: | July 1, 2014 to June 30, 2015 |
| Grant Amounts: | \$165,000 (Satellite affiliated with an existing Judy Center) \$330,000 (Judy Center) |
| The General Education Provisions Act (GEPA), Section 427: | The application must include and describe the steps the applicant will take to ensure equitable access to, and equitable participation in, this project or activity to be conducted with such assistance, by addressing the special needs of children, teachers, and other program beneficiaries in order to overcome barriers to equitable participation. |
| Reporting Requirements: | <p>Grantees must submit:</p> <ul style="list-style-type: none"> • A mid-year report that is mailed to and received by MSDE no later than January 30, 2015. • An end of year report that is mailed to and received by MSDE no later than July 30, 2015. • An annual evaluation report that is mailed to and received by MSDE no later than September 30, 2015. Two hard copies are required. <p style="text-align: center;">DO NOT EMAIL THESE REPORTS TO MSDE.</p> <ul style="list-style-type: none"> • Annual Financial Report no later than 60 days after the end of the grant period. • Grantees will host one formal site visit per funding cycle. |
| Submission Requirements: | <ol style="list-style-type: none"> 1. Complete the attached Judy Center Grant Application. 2. All pages must be numbered (except appendices). 3. Narrative portion should use single line spacing and a type size of 12-point font. 4. All pages in the proposal (including appendices) must be on standard size (8 ½" x 11") paper of regular weight. 5. The prescribed cover sheet must be the first page of the proposal. Do not include the Continuation Grant Application cover sheet and instructions. 6. The original cover sheet must be signed in blue ink. Copies of the cover sheet must not be color copied. 7. All tables and charts must follow the prescribed formats. Use black or color ink. If black ink is used, make sure copies are clearly legible, especially data charts. If color ink is used, make sure all copies are in color. 8. All acronyms that would not be understandable to grant reviewers must be explained. 9. Include sign-off sheet (Approbation) from Steering Committee members on the development or review of the grant application. 10. Include MOUs from all partners who will be responsible for providing |

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| | <p>services and activities at the Judy Center. MOUs should include specific collaborative efforts that will occur.</p> <p>11. Application package must include MSDE Proposed Budget Form, signed Assurances page, and signed Principal's Assurances page.</p> <p>12. An unbound original application, together with two (2) copies, stapled or clipped in the left hand corner must be submitted to:</p> <p style="text-align: center;">Ms. Jenaya Smith Parris Maryland State Department of Education Division of Early Childhood Development, 10th floor 200 W. Baltimore Street Baltimore, MD 21201 410-767-0586 jsmith@msde.state.md.us</p> |
| Proposal Review: | <p>The review of the application will be a two-part process:</p> <ol style="list-style-type: none"> 1. The Written application will be <u>pre-screened</u> for the required submission requirements and inclusion of all required sections. Applications must demonstrate that all required components have been addressed. 2. A review panel established by the Maryland State Department of Education (MSDE) will evaluate the written application using a scoring rubric. Reviewers will evaluate the proposals based on the fulfillment of program components, the Goal(s) and Objectives, and the requirements of the Application. The Review Committee will make recommendations for approval. <p>*The final decision about the approval of the Continuation Grant Application rests with the State Superintendent of Schools.</p> |
| Award Notification: | Notice of Grant Award will be sent by email on or before July 1, 2014. |
| Letter of Interest | <p>Submit a letter of interest, i.e., e-mail, by <u>May 13, 2014</u> to Ms. Jenaya Smith Parris at jsmith@msde.state.md.us. The letter shall include the following: Name of program, location, number of children enrolled, date of program accreditation, publishing on Maryland EXCELS, or receipt of certificate of approval. The letter shall be signed and dated.</p> |
| Technical Assistance: | <p><u>Date and Time</u>: May 14, 2014 from 1:30 pm to 3:30 pm. <u>Location</u>: Nancy S. Grasmick State Education Building, 200 West Baltimore Street, Baltimore, MD 21201, 8th Floor, CR-6/7 <u>Remote access</u>: Toll-free dial-in: 1-866-247-6034. Conference Code: 5829743780</p> <p>In addition: Technical assistance may be provided upon request. Please contact:</p> <p style="text-align: center;">Cheryl De Atley, Judy Center Partnerships Specialist Maryland State Department of Education Division of Early Childhood Development, 10th floor 200 W. Baltimore Street Baltimore, MD 21201 410-767-0586 cdeatley@msde.state.md.us</p> |

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|--|---|
| | Grantees <u>must</u> participate in regularly scheduled program support and technical assistance activities (meetings) conducted for Judy Center Coordinators and Family Service Coordinators, and <u>must</u> attend one annual leadership conference. |
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Judy Center Grant Application

FY 2014

(July 1, 2014 – June 30, 2015)

COVER SHEET

Local School System:

Name and Location of Judy Center:

City:

ZIP:

Telephone:

FAX:

e-mail:

Contact Person:

Address of contact person (if it is different from the address above):

City:

ZIP:

Telephone:

FAX:

e-mail:

Funds requested (FY 2015):

Project Summary for FY 15. Describe briefly how grant funds will be used, including staffing, the number of children and families estimated to be served, and services and activities to be provided to promote continuous improvement toward school readiness.

Signature of Superintendent

Date

Summary Information

Estimated Number of Children to be Served at the Judy Center

| Age | # of Children | Program Description <i>List each program in this column with the # of children estimated to participate in each. <u>Only count the partners' clients that live in the designated school zone.</u> Delete samples.</i> |
|---------------------------------|----------------------|---|
| Birth <i>to</i> three years old | | <i>Sample:</i> Infants and Toddlers-9; Healthy Start-4; Healthy Families-2; Judy Center Playgroups-12; PAT-13; KinderCare-4; Sherry Lynn's Child Care-1 |
| Three year olds: | | <i>Sample:</i> Summer Ridge Head Start-8; Lakeridge Head Start-5; Judy Center playgroups-20; PAT-10; Sherry Lynn's Child Care-2; KinderCare-12 (7 of the Summer Ridge Head Start 3's are dual enrolled in KinderCare) |
| Four year olds: | | <i>Sample:</i> Judy Center ES PK-40; Summer Ridge Head Start-4; Lakeridge Head Start-3; PAT-10; Sherry Lynn's Child Care-3; KinderCare-14 (2 of the Summer Ridge Head Start children are dual enrolled in Judy Center ES; 5 of the Judy Center ES PK are dual enrolled in KinderCare) |
| Five year olds: | | <i>Sample:</i> Kindergartners estimated to attend the designated Judy Center ES |
| TOTAL: | | |

JUDY CENTER COMPONENTS

I. Full Day/Full Year

No. of Children Estimated to be Enrolled in Full-Day Programs

| To be Enrolled in Full Day Programs (< 7 hrs or equal to the school day) | No. Children |
|--|--------------|
| # in Full day Kindergarten | |
| # in Full day Prekindergarten | |
| # in Full day Pre-Prekindergarten (3's) | |
| # in Full day Head Start | |
| # in Full day Child Care | |
| # children who may be dual enrolled in more than one program, e.g., in $\frac{1}{2}$ day Prekindergarten and $\frac{1}{2}$ day Head Start or $\frac{1}{2}$ day Prekindergarten and wraparound child care (<i>please explain</i>) | |

No. of Children Estimated to be Enrolled in Part-Day Programs

| Enrolled in Part-Day Programs (at least 2 1/2 hours per day) | No. Children |
|---|--------------|
| Prekindergarten | |
| Pre-Prekindergarten | |
| Head Start | |
| Special Education program | |
| Child Care | |
| Other (<i>please explain</i>) | |
| Total Enrolled in Part-Day Programs | |

| Estimated No. of Children to be Enrolled in Full Year Services (if programs are full year) | No. Children | Comments |
|---|--------------|----------|
| Child Care | | |
| Healthy Start | | |
| Healthy Families | | |
| Infants and Toddlers | | |
| Head Start | | |
| Early Head Start | | |
| HIPPY | | |
| PAT | | |
| Family Support Center | | |
| Even Start | | |
| Other (<i>please explain</i>) | | |
| Total Enrolled in Full Year Services | | |

**Total # of Children Estimated to Receive Services
7-12 Hours a Day Year-Round**

If necessary, please provide a narrative description to supplement the above data that describes how the needs of children needing Component I – Full Day/Full Year services will be met through the Judy Center Partnership.

II. Breakfast/Lunch

| Meals | # or % of Children |
|--|--------------------|
| Estimated # who will receive breakfast and/or lunch (FARM) | |
| Estimated % of Judy Center children who will be eligible for FARM | |
| Estimated # who will receive free meals thru federal programs (Head Start, Even Start) | |
| Estimated # who will receive free meals at child care | |
| Estimated # who will receive free breakfast thru MD Meals for Achievement | |
| Estimated # who will receive Meals thru Other Programs (<i>name</i>) | |

If necessary, please provide a narrative description of how the Judy Center Partnership will meet the requirements of Component II – Breakfast and Lunch to ensure all eligible children receive free and reduced price meals and other ways the Judy Center Partnership will be able to ensure that the nutritional needs of children are met.

III. Service Coordination and Family Support

Estimated Number of Children from all Partnering Programs Who Will Receive Coordinated Services

(count only the children served by partners that live in the designated Judy Center school zone)

| Program | Est. # Children |
|-----------------------|-----------------|
| DSS | |
| Head Start | |
| Early Head Start | |
| Even Start | |
| Family Support Center | |
| Infants and Toddlers | |
| Healthy Start | |
| Healthy Families | |
| PAT | |
| Judy Center | |
| List Others: | |
| | |
| | |

Other Services or Forms of Family Support Planned to be Provided

| Program | # Children Est. to be Served | Partner Responsible |
|-------------------------------------|------------------------------|---------------------|
| Behavior Services | | |
| Counseling | | |
| Tutoring | | |
| Mentoring | | |
| List Other Supports to be Provided: | | |
| | | |
| | | |

Please provide a description of how the partnership plans to integrate case management into the day-to-day operations of the Judy Center, including a formalized referral process, overcoming confidentiality issues, etc. Include how frequently partners plan to meet for case management. Include the types of family support services the Judy Center plans to provide through the partnership, including home visitation, family counseling, behavior services, assistance with housing and electricity bills, etc. Please provide any other information that describes how the Judy Center Partnership will meet the requirements of Component III – Case Management and Family Support.

IV. Integration of Early Education Services

Curricula and assessments must be aligned across programs, e.g., Head Start, child care, prekindergarten, kindergarten, and instruction will be coordinated among programs on an on-going basis to enhance continuous improvement for school readiness. Frequent meetings with teachers and other partners must be scheduled to discuss curriculum alignment across all programs (Prekindergarten, Kindergarten, Head Start, child care, etc. in attendance), as well as discussion of Judy Center children and activities sponsored by the Judy Center. Articulation and transition activities for children and families must occur. Please provide a narrative description of how the Judy Center Partnership will meet the requirements of Component IV – Integration of Early Education Services.

V. Family Involvement

This component includes all family activities that will be sponsored by the Judy Center, including literacy-based events, except those literacy-based activities that will be included in Component X. **See Component X for further clarification before completing this section.**

The Judy Center Partnership will frequently sponsor many different types of family involvement activities to inform parents that they are their child's first teacher, encourage parent and child interactions, and to educate parents about the stages of child development. Members of the partnership will participate in Judy Center events and the Judy Center will reciprocate to assist at partner events. Please provide a narrative description of how the Judy Center Partnership will meet the requirements of Component V – Family Involvement.

Coordinated Calendars: Please describe how your partnership will coordinate calendars so that events are not held on the same dates so families are able to take part in as many events as possible, and staff is able to participate in as many professional development activities as possible. Describe how calendars will be distributed to parents and how often.

VI. Early Identification and Intervention

Children birth through four will be identified by the Judy Center through an outreach plan (including those not already being served by Judy Center partners). All children must be fully included in all Judy Center programming, including those with and without disabilities. Children will be screened and assessed and interventions provided, when appropriate. Children birth through four and their families will be invited to activities offered through the Judy Center. Activities will be provided that are relevant and appropriate for children birth through four. Please provide a narrative description of how the Judy Center Partnership will meet the requirements of Component VI – Early Identification and Intervention. Please include an Outreach Plan of planned activities to identify children. A template is attached to this application. It is not necessary to fill in the Outcomes and Follow-up columns.

VII. Young Children with Disabilities (Children 3-5 with IEPs or IFSPs)

Judy Center children will be in inclusive educational environments and modifications and adaptations will be made in the classrooms to accommodate young children with disabilities. Please provide a description of how the Judy Center Partnership plans to meet the requirements of Component VII – Young Children with Disabilities.

VIII. Health Related Services

The Judy Center must partner with various community agencies for the delivery of health services, e.g., vision, hearing and dental screenings; mental health services, immunizations; interventions; etc. Include information on how services will be provided to other family members, especially if they are uninsured or underinsured. Please provide a description of how the Judy Center Partnership plans to meet the requirements of Component VIII – Health Related Services.

IX. Professional Development

Public school teachers, Head Start staff and child care providers will participate in joint professional development opportunities. Please provide a description of how the Judy Center Partnership plans to meet the requirements of Component IX – Professional Development,

X. Adult Education

This component pertains to Adult Education Programs, as well as Adult Education Programs with a grant for Family Literacy, and their outcomes for adults and their children. Many of the Adult Education programs have grants for Family Literacy partnerships. These partnerships pair Adult Education with Even Start, Head Start, and Family Support Centers to provide integrated services for the family. The broad goal of Family Literacy programs is to make educational and economic opportunities more available for disadvantaged families. In accordance with the Federal definition, Family Literacy services are of “sufficient intensity in terms of hours and of sufficient duration to make sustainable changes in a family and integrate all the following activities:

- Interactive literacy activities between parents and their children
- Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children
- Parent literacy training that leads to economic self-sufficiency
- An age-appropriate education to prepare children for success in school and life experiences”

Important Note: If the Judy Center will not include Adult Education with formal Family Literacy partnerships, any family literacy-based activities that will be sponsored at the Judy Center should be reported at Component V. If the Judy Center will include Adult Education with formal Family Literacy partnerships, the plans for the literacy programming should be included here at Component X.

Please provide a description of how the Judy Center Partnership plans to meet the requirements of Component X – Adult Education and Family Literacy Services. Include in your description where Adult Education programs will be held and when and how adults will be recruited, referred, and supported. Describe how Adult Education and the Judy Center will share information so that the Judy Center knows the parents who are enrolled in Adult Education so they may recruit them for other Judy Center services.

XI. Accreditation/Validation

All programs must achieve accreditation/validation within 18 months of the start of the grant period. Please provide a description of your plans to meet the requirements of Component XI – Accreditation/Validation.

XII. Partnership/Leadership

The Judy Center Partnership must be actively engaged and consistently and frequently involved in the school readiness mission of the Judy Center. The Judy Center will become well known in the community. Judy Centers are involved in the mission of its partners, their work benefits the entire community, and they are recognized as leaders in early childhood. They are included in the Local Early Childhood Council. Please provide a description of the plans to meet the requirements of Component XII – Partnership/Leadership.

Statement of Need: Results (Population) and Performance (Program) Accountability

In completing this section, please refer to *A Guide for Results and Performance Accountability and Evaluation in Judy Center Partnerships*.

1. Results (Population) Accountability

For the geographically-defined community served by your Judy Center Partnership, provide:

- A. A baseline, with history and projection(s), for School Readiness (i.e., the annual Kindergarten Assessment results). (Where have you been in the past, where are you currently, and where do you want to go? Include county data compared with designated Judy Center school data.)
- B. The story behind the baseline. Describe what caused the results that the data is portraying. What are the root causes and key factors that have influenced the data?
- C. A list of partners (including partners who are not members of the Judy Center Partnership) who could have a role to play in turning (or accelerating) the curve of the baseline on School Readiness.
- D. A summary of the community strategy of the Judy Center Partnership and other partners (including any partners who are not members of the Judy Center Partnership) to turn (or accelerate) the curve of the baseline on School Readiness.
- E. Identify those specific elements of the strategy for which the Judy Center Partnership has management accountability.

2. Performance (Program) Accountability

For the Judy Center Partnership, identify 4 to 5 “headline performance measures” for FY 15. Identify at least two measures for each so you can determine if the Judy Center Partnership’s clients are better off.

For each of the headline performance measures for FY 15, provide:

- A. A baseline, with history and projection(s), for the headline performance measure. (Where have you been in the past, where are you currently, and where do you want to go?)
- B. The story behind the baseline. Describe what caused the results that the data is portraying. What are the root causes and key factors that have influenced the data?
- C. A list of partners who could have a role to play in turning (or accelerating) the curve of the baseline for *each* headline performance measure. (Do not list every partner in the partnership unless each one truly has a role to play for each specific HPM.)
- D. The action plan and corresponding budget proposed by the Judy Center to turn (or accelerate) the curve of the baseline for the headline performance measure.

The program action plans for the Judy Center Partnership should be the centerpiece of the Implementation Plan on the next page.

Instructions: Keep this page landscaped. Duplicate as needed. The row for the Total needs only to appear on the last page. See next page for information on Goals, Objectives, Milestones, Strategies and Activities. Please see footnote at bottom of page re In-Kind.

IMPLEMENTATION PLAN (STATEMENT OF NEED)

| GOAL: | | | | | | | |
|--|---------------------------------|-----------------------|-----------------------|--|-------------------------|----------------------------|--------------|
| OBJECTIVES (HPMs): | | | | | | | |
| MILESTONES: | | | | | | | |
| STRATEGIES: | | | | | | | |
| Comp # | Activities (Action Plan) | Date Initiated | Date Completed | Name of Person Responsible & Partner Organization¹ | Funding Required | In-Kind² | Total |
| | | | | | | | |
| TOTALS (Fill in a # for Funding Required, In-Kind and Total Columns. The Funding Req'd column must equal the grant amount.) | | | | | | | |

¹ For this column, include the name of the person who has the lead on ensuring success of the project and their Partner agency/organization.

² State and local in-kind contributions, if available and not being used as match for other grants, **must be listed.**

Information Sheet

Goals, Objectives, Milestones, Strategies and Activities

The Goal

State the overall goal of your project at the top of the Implementation Plan. The goal should address the main problem (to increase the number of children entering school fully ready). While you must have at least one goal, it is possible to have multiple goals; however, the more goals you establish the more complex your project becomes.

Goals must have long-term deadlines. If your project period covers multiple years, your goals should be set for the end of the project. If your project period is one year or less, your goal may have a deadline that extends beyond the project period. *In most cases, your goal will be "By Fall 2015."*

Objectives (Headline Performance Measures)

Objectives are the outcomes you anticipate accomplishing for each year of the project. Objectives must be directly related to a goal. Objectives may break the long-term goal into steps or address the factors contributing to the problem addressed by the goal.

It is imperative that you establish objectives for every target population your project is designed to affect. For instance, if your project intends to increase family achievement through training, you must have objectives for both students and teachers.

Milestones

Ongoing evaluation is essential to the management of a project. Since goals and objectives are not evaluated until the end of the year, milestones must be established to measure progress during the year. It is important to establish how you measure your success and you should be able to measure your success in two different ways. At least one milestone must be measured before the end of the mid-year reporting period (12/31/14), and milestones should be measured 1-2 more times before the end of the grant period (6/30/15).

Because milestones are intended to indicate progress toward an objective, each milestone must be related to an objective. Keep in mind that milestones are indicators of progress, and may not use the same measurement tool as the objective to which they are related. A project may take months before it can have a significant impact upon clients, or the rate of improvement may level off over time. Milestones should anticipate this and be gauged accordingly. Don't set overly ambitious milestones.

Strategies

Strategies are broad approaches (methods, procedures, techniques) employed to accomplish your outcomes. When determining your strategies, you should consider the clients you are targeting and how they will use or be affected by the services you provide. To establish your Strategies, summarize what you are planning to do in order to meet the HPM and put it into a statement.

Activities (Action Plan)

Activities are the specific steps you will take to accomplish the project objectives, and involve direct service to clients (children, parents, teachers). Activities will include the 12 Components. Examples include professional development for all Judy Center partnership teachers, family nights, 0-4 playgroups, parent education, health services and summer programs. They may take place on a single date (e.g., 1-day training session) or over a period of time (e.g., ongoing mental health services).

List the Activities that your project will implement, ensuring all 12 Components are included. Then relate each Activity to the Strategies and the Objectives (HPMs).

Project Management and Key Personnel

Part 1. Key Personnel

List in this block your project's **key personnel** (not the entire partnership) and their titles responsible for the successful implementation of this grant project. (This is typically Judy Center staff persons, Principal, Early Learning Supervisor and Assistant Superintendent.)

Part 2: Partnership Members

Provide in the appendices, a listing of all members of your partnership **with a brief description of what their respective roles will be with the Judy Center (not their overall mission)**. You may also want to include "friends" of the Judy Center. *(Include any public school representatives who will participate on the Steering Committee. Include the name of the Title I Specialist if they will participate on the Steering Committee.)* Please note that this requested information is different from what is requested above for Key Personnel.

Include in the appendices, **signed and dated** Memoranda of Understanding (MOU) that describe the responsibilities of all collaborating partners. MOUs should be for the 1-year grant period.

Evaluation and Monitoring

Note: This section pertains to the FY 15 evaluation report that is required to be completed by an external evaluator. The report is due to MSDE on September 30, 2015.

If known, please specify the individual who will conduct the external evaluation for the FY 15 funding cycle, their organization and **full contact information** (mailing address, phone number and email address.)

Instructions for Budget Narrative, Implementation Plan and C-1-25 Budget Forms

Use of the Budget Narrative format provided on the next page is required. There will be three C-1-25 forms submitted that will align with the Implementation Plan and the Budget Narrative. One C-1-25 is for State funds requested. The amounts on that C-1-25 will align with the "Funding Required" column on the Implementation Plan and in the "Requested" column on the Budget Narrative. The second C-1-25 reflects In-Kind and will align with the "In-Kind" columns on the Implementation Plan and the Budget Narrative. The third C-1-25 is a total of the State funds requested plus the In-Kind and will align with the "Total" columns on the Implementation Plan and the Budget Narrative.

Budget Narrative

Note: Every cost listed under “Funding Required” on the Implementation Plan must be reflected on the Budget Narrative.

Directions: Please provide a detailed description of the requested funds that will be spent by using the categories listed below. Transfer the subtotals of these categories to the three MSDE C-1-25 Budget Forms as instructed above.

| Item | Requested | In-Kind | Total |
|--|-----------|---------|-------|
| 1. Personnel-Salaries and Wages | | | |
| (List all staff) | | | |
| | | | |
| | | | |
| Total Personnel | | | |
| 2. Fringe Benefits | | | |
| | | | |
| | | | |
| | | | |
| Total Fringe Benefits | | | |
| 3. Travel | | | |
| | | | |
| | | | |
| | | | |
| Total Travel | | | |
| 4. Equipment (e.g. classroom furniture) | | | |
| | | | |
| | | | |
| Total Equipment | | | |
| 5. Supplies/ Materials | | | |
| | | | |
| | | | |
| | | | |
| Total Supplies/ Materials | | | |
| 6. Contractual Services | | | |
| (List individual contracts) | | | |
| | | | |
| | | | |
| Total Contractual Services | | | |
| 7. Other | | | |
| | | | |
| | | | |
| Total Other | | | |
| | | | |
| | | | |
| 9. Total Direct Costs | | | |
| 10. Indirect Costs | | | |
| 11. Total Costs | | | |

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET – C-1-25**

| | |
|-----------------------|-----------------------|
| ORIGINAL GRANT BUDGET | AMENDED BUDGET # |
| GRANT NAME | GRANT RECIPIENT NAME |
| MSDE GRANT # | RECIPIENT GRANT # |
| REVENUE SOURCE | RECIPIENT AGENCY NAME |
| FUND SOURCE CODE | GRANT PERIOD |

| CATEGORY/PROGRAM | BUDGET OBJECT | | | | | | |
|---------------------------------------|----------------------|------------------------|--------------------------|--------------------|----------------|----------------|----------------------|
| | 01- SALARIES & WAGES | 02 - CONTRACT SERVICES | 03- SUPPLIES & MATERIALS | 04 - OTHER CHARGES | 05 – EQUIPMENT | 08 - TRANSFERS | BUDGET BY CAT./PROG. |
| 001 Administration | | | | | | | |
| Prog 21 General Support | | | | | | | |
| Prog 22 Business Support | | | | | | | |
| Prog 23 Centralized Support | | | | | | | |
| 002 Mid-Level Administration | | | | | | | |
| Prog 15 Office of the Principal | | | | | | | |
| Prog 16 Inst. Admin. & Supv. | | | | | | | |
| 003-205 Instruction Categories | | | | | | | |
| Prog 01 Regular Prog. | | | | | | | |
| Prog 02 Special Prog. | | | | | | | |
| Prog 03 Career & Tech Prog. | | | | | | | |
| Prog 04 Gifted & Talented Prog. | | | | | | | |
| Prog 07 Non Public Transfers | | | | | | | |
| Prog 08 School Library Media | | | | | | | |
| Prog 09 Instruction Staff Dev. | | | | | | | |
| Prog 10 Guidance Services | | | | | | | |
| Prog 11 Psychological Services | | | | | | | |
| Prog 12 Adult Education | | | | | | | |
| 006 Special Education | | | | | | | |
| Prog 04 Public Sch Instr. Prog. | | | | | | | |
| Prog 09 Instruction Staff Dev. | | | | | | | |
| Prog 15 Office of the Principal | | | | | | | |
| Prog 16 Inst. Admin & Superv. | | | | | | | |
| 007 Student Personnel Serv. | | | | | | | |
| 008 Student Health Services | | | | | | | |
| 009 Student Transportation | | | | | | | |
| 010 Plant Operation | | | | | | | |
| Prog 30 Warehousing & Distr. | | | | | | | |
| Prog 31 Operating Services | | | | | | | |
| 011 Plant Maintenance | | | | | | | |
| 012 Fixed Charges | | | | | | | |
| 014 Community Services | | | | | | | |
| 015 Capital Outlay | | | | | | | |
| Prog 34 Land & Improvements | | | | | | | |
| Prog 35 Buildings & Additions | | | | | | | |
| Prog 36 Remodeling | | | | | | | |
| Total Expenditures By Object | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | |
|-----------------------------|--|
| Finance Official Approval | <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div> |
| Supt./Agency Head Approval | <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div> |
| MSDE Grant Manager Approval | <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> Name Signature Date Telephone # </div> |

ASSURANCES

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act.
2. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate, or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
3. Grantee shall establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Parts 76 & 80 and in applicable statute and regulation.
4. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of three years, or longer if required by federal regulation, after termination of the grant agreement. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
7. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded.
8. Grantee must receive prior written approval from the MSDE Program Monitor for any Budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extensions, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall repay any funds that have been finally determined through the federal or State audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government.
11. If the grantee fails to fulfill its obligations under the grant agreement properly and on time, or otherwise violates any provision of the grant, including failure to maintain proper documentation and records as required by pertinent federal and State statute and regulations, MSDE may suspend or terminate the grant by written notice to the grantee. The notice shall specify those acts or omissions relied upon as cause for suspension or termination. Grantee shall repay MSDE any funds that have been determined through audit to have been misspent, unspent, misapplied, or otherwise not properly accounted for. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

| | |
|--|------|
| | |
| Superintendent of Schools/Head of Grantee Agency | Date |

Principal Assurances

Agreement with the following terms and conditions is required by all Principals whose schools receive state funds to support Judy Center Partnership services (hereinafter referred to as “Judy Centers”).

Judy Centers are partnerships of early childhood programs that serve children ages birth through Kindergarten and their low-income families in designated Title I school zones. Judy Centers strive to provide high quality early education opportunities, as well as comprehensive family support services to promote school readiness.

State funds support a Judy Center at my school; therefore, I hereby agree to comply with the following terms and conditions:

1. Possess a comprehensive understanding of the Judy Center initiative, including:
 - a. the required 12 Component Standards
 - b. the MSDE expectations and reporting requirements (and provide Judy Center staff with opportunities to meet the expectations by providing requested school information on an ongoing basis)
 - c. the value of participating in the decision-making process when the Judy Center is setting the Goal and Headline Performance Measures for the upcoming year
 - d. the significance of attending Judy Center (steering committee) meetings
 - e. the importance of participating in the annual MSDE site visit
2. Promote the Judy Center to:
 - a. families of children attending the school who have younger siblings at home
 - b. families of children with special needs and encourage families to allow Judy Center staff to participate in IEP meetings
 - c. current students by allowing the Judy Center to distribute marketing materials to the students to take home
 - d. the community
3. Allow Judy Center staff:
 - a. to present the Judy Center initiative to all school staff at least annually
 - b. to participate in planning and registration activities and parent/teacher conferences
 - c. to participate in articulation meetings with prekindergarten and kindergarten teachers (and programs for three-year olds, if applicable)
 - d. to work with the school in planning school-wide and Judy Center events and support and promote the upcoming activities sponsored by the Judy Center
 - e. to have frequent use of appropriate areas of the school for family support and other school readiness activities held in the evenings
 - f. to have access to appropriate areas of the school for the provision of health services during the school day.
 - g. to have frequent use of appropriate areas of the school for programming for young children (ages birth through 4) and their families to participate in Judy Center programs held during school hours.
4. Promote early childhood quality education by:
 - a. allowing joint staff development opportunities of the participating partner programs and environments (including prekindergarten and kindergarten)
 - b. allowing Judy Center staff to assist teachers in the classrooms to ensure national or state validation of all early childhood programs in the school is achieved and maintained.

| | |
|-----------|------|
| | |
| Principal | Date |

FY 15 Outreach Plan
(It is not necessary to fill in the Outcomes and Follow-up columns.)

| Dates | Activity | Outcomes (include # chn identified) as a Result of This Activity | Follow-up |
|--------------|-----------------|---|------------------|
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DESCRIPTION OF JUDY CENTER PROJECTS

Local school systems may apply for one or more of the following Judy Center projects:

| Model | Description | Amount | Location | Staffing (Minimum) | Partnership Options | Comments |
|-------|--|-----------|--|--|--|---|
| 1 | New Judy Center grant | \$330,000 | In a local school system with no current Judy Center | <ul style="list-style-type: none"> • Coordinator • Family Service Coordinator | New Partnership | |
| 2 | Additional Judy Center grant | \$330,000 | In another section of the local school system not in close proximity to the original Judy Center site(s) | <ul style="list-style-type: none"> • Coordinator • Family Service Coordinator | <ul style="list-style-type: none"> • Partnership may be the same as original site • Partnership may be the same as original site with some change in partners • May require new partnership | |
| 3 | Additional Judy Center grant that serves 2 additional Title I school zones | \$330,000 | In close proximity to original Judy Center site(s) | <ul style="list-style-type: none"> • Existing Coordinator oversees original site and two new Title I school sites • Two Family Service Coordinators hired for each of the two new Title I school sites | Same Partnership supports new sites due to the close proximity of the sites to one another | With 2 fully-funded Judy Center grants, the same level of comprehensive services is provided at 2 more Title I school sites, all located in close proximity to one another. |
| 4 | Judy Center Satellite grant | \$165,000 | In close proximity to original Judy Center site(s) | <ul style="list-style-type: none"> • Existing Coordinator oversees original and satellite site • Family Service Coordinator is hired for new site | Same Partnership supports both sites due to the close proximity of the sites | |

Invitational Priority for this model

cd:NewJudyCenters:RFPforPKExpansionMar2014:RFPScenariosTable